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ENG 1001G-004: College Composition I

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ENG 1001 College Composition I Spring 2017
Section 004 Meets TTH 2:00 – 3:15
Instructor: L. A. Berry (Ms Berry or Ms B)
Office Hours: 8:30 to 9:30 & 10:50 to 12:20 TTH
Coleman 3836 Contact me via e-mail: laberry@eiu.edu

Required Text/Materials: Kirsznier and Mandell. *The Blair Reader*
Braziller and Kleinfeld. *The Bedford Book of Genres: A Guide & Reader*
Wysocki and Lynch. *Compose, Design, Advocate*
Copy of the *Daily Eastern News* Post-it™ notes/notebook/folder for assignments

Catalog Course Description:

Graded (A, B, C, N/C) College Composition I focuses on informative, analytical, evaluative, persuasive, and argumentative writing and introduces students to college-level research. The course challenges students to develop a sound writing process, produce cogent writing, strengthen analytical reading skills, and work with sources.

Course Goals/Outcomes

- Use all aspects of the writing process—invention, research, drafting, getting feedback, revision, and editing
- Evaluate sources' claims, support, credibility, appeals, quality of evidence, quality of reasoning, and assumptions
- Evaluate purpose, audience, genre, rhetorical situation, and discourse community in sources, and use the same principles to guide their written documents
- Produce informative, analytical, evaluative, persuasive, and argumentative prose
- Analyze and evaluate a variety of texts from multiple perspectives
- Recognize how to transfer their writing process, understanding of rhetorical principles, and genre awareness to other writing situations
- Find and retrieve appropriate sources through multiple forms of research—primary, secondary, print, web, databases—and use those sources in written documents
- Evaluate the strengths, weaknesses, biases, credibility, and relevance of sources and types of sources
- Integrate sources ethically, appropriately, and consistently in written documents
- Use effective language and delivery skills through speaking opportunities
- Present work in Edited American English

Consistent with the Policy on Credit Earned at Eastern Illinois University:

One semester credit hour is the amount of student effort that approximates not less than 37.5 hours of academic engagement in coursework (in-class/instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by evidence of student achievement.

Assignments in this course require you to:

Ask questions and engage diverse perspectives. (Critical Thinking Goal 1)
Seek and gather data, information, and knowledge from experience & texts. (Critical Thinking Goal 2)
Understand, interpret and critique relevant information & knowledge. (Critical Thinking Goal 3)
Synthesize and integrate data, information, and knowledge to infer and create new insights. (Critical Thinking Goal 4)
Anticipate, reflect upon, and evaluate implications of assumptions and arguments. (Critical Thinking Goal 5)
Create defensible arguments. (Critical Thinking Goal 6)
Create documents appropriate for specific audiences,

purposes, genres, disciplines, and professions. (Writing & Critical Reading Goal 1)
Craft cogent defensible analyses, evaluations, and arguments. (Writing & Critical Reading Goal 2)
Produce essays that are well-organized, focused, and cohesive. (Writing & Critical Reading Goal 3)
Use appropriate vocabulary, mechanics, grammar, diction, and sentence structure. (Writing & Critical Reading Goal 4)
Understand, question, analyze, and synthesize complex textual sources. (Writing & Critical Reading Goal 5)
Evaluate evidence, issues, ideas, and problems from

multiple perspectives. (Writing & Critical Reading Goal 6) Collect and employ source materials ethically and understand their strengths and limitations. (Writing & Critical Reading Goal 7)

EIU Policy on Attendance

Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, participation in an official University activity, or participation in volunteer emergency work (110 ILCS 122/); and such absences will not militate against students in classes in which attendance is used directly in determining final grades. It is the student's responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action. Except for the above stipulations, each instructor sets his or her own policy with respect to class attendance and make-up work, and excuses for absences are handled between the instructor and the student. At the beginning of each grading period, the instructor shall announce, in writing, his or her policy regarding absence, make-up and late work.

University Policy on Academic Integrity—Students are expected to maintain principles of academic integrity and conduct defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Departmental Policy on Plagiarism

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon

Undertake impromptu presentations, debates, and discussions (Speaking and Listening Goal 2) Use critical listening skills to understand and evaluate oral communication. (Speaking and Listening Goal 7)

My Personal Attendance Policy:

Work done in-class cannot be made up. Properly verified medical absence requires a note from a physician directly stating that the student could/should not be in attendance for medical reasons. Properly verified emergency absence requires documentation that, had the student attended class as scheduled, he or a close relative would have been put in a life-threatening situation. Properly verified official University activity absence requires documentation on letterhead signed by the faculty or staff member in charge of the activity. Properly verified emergency work absence requires documentation on official letterhead signed by the supervisor of the emergency work.

You will not be granted make-up privileges for absences due to reasons other than those listed as being verifiable. Absences not eligible for make-up privileges will result in the loss of two points.

Tardiness or leaving early will be a one point deduction; so will not having your textbook.

the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

In this course, the maximum penalty will be imposed: F for the course and reporting to Judicial Affairs.

University Policy on Writing Portfolios:

Students can submit a sample of their writing for the Electronic Writing Portfolio for either English 1001G or 1002G, but not both. Instructors assess each sample

according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/assess/ewpmain.php>.

University Policy on Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). Accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or

call 217-581-6583 to make an appointment.

University Policy on The Student Success Center—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581- 6696, or go to 9th Street Hall, Room 1302.

Main Assignments (minimum length)

You will complete multiple assignments drawn from these categories. Grades will be averaged with the lowest grade dropped.

Rhetorical analysis of "Why We Work," "I Hear America Singing" and "What Work Is" (4)	15%
Collage or Photo Essay with artist's statement (2)	15%
Op-Ed (2)	15%
Research project including numeric and visual elements (10)	25%
Participation (discussion/group/ intermediate assignments)	15%
Portfolio (Includes revision of summary, rhetorical analysis and op ed)	15%

You will receive information about these assignments in class. If you miss class without an excused absence, you'll have to get a classmate to fill you in.

Final grade: 100-90 = A, 89-80 = B, 79-70= C, Below 70 = NC

Earning a C means you were competent in fulfilling requirements. To receive an A or B, you must go above and beyond the basic requirements. Comments on your papers help you understand where you can improve. Use the advice in writing subsequent papers.

Policies/Penalties:

- ✚ Late papers lose 10% for each day (or portion thereof) past the deadline
- ✚ 20-point deduction if your cell phone is out. No mitigating circumstances will be considered.
- ✚ Major assignments submitted in hard copy must be typed; those submitted electronically via Panthermail should be a Word attachment.
- ✚ You must schedule at least one conference prior to the 8th week of class; failure to do so results in a 20-point deduction from your grade.
- ✚ There is no extra credit.
- ✚ If you are dis-satisfied with a grade, submit an essay in which you explain specifically what you think I have misjudged or over-looked based on the requirements of the assignment. I will consider the merit of your argument in deciding whether to change the grade.

Tentative Schedule

Week 1, 2, 3, 4 Textual analysis

Objectives:

- Practice tactics and strategies for close, careful, critical reading
- Be aware of conventions in a variety of genres of non-fiction and fiction
- Understand and be able to articulate how summary, rhetorical analysis and response to a reading each require a different approach
- Produce a comparison/synthesis of two texts based on examination of both rhetorical strategies and content
- Understand how to effectively and ethically work with written sources
- Understand how to give and use feedback for revision

Jan 10 Go over expectations/in-class writing and oral activities

Jan 12 Discuss concepts from *Bedford* 1-16 and *Blair* 8 -11, 14 - 17 (**Study** these pages before you come to class) Bring *Bedford* to class

Jan 17 *Bedford* 39-47 Study the suggestions in this section on telling a story
DUE: A personal narrative about an experience you have had at work: Revise the draft you wrote in class based on what you learn from Bedford. Be prepared to explain how you used advice from the reading assignment to put your narrative together.

Jan 19 Discuss "Why We Work" *Blair* 352 -8

DUE: Summary of "Why We Work" Bring hard copy to class; Bring *Blair* to class

Jan 24 Discuss "I Hear America Singing" *Blair* 375

Jan 26 Discuss "What Work Is" (Electronic handout)

Jan 31 Using the library database

DUE: Comparison of "Why We Work" and one or both of "I Hear America Singing" and "What Work Is." Consider content and rhetorical strategies and include personal response. Exceeding the minimum page amount is fine!

Feb 2 *Bedford* 126 -36 News Articles

Feb 7 Group work day (no class; meet with your group)

Feb 9 Group presentations

Week 5, 6, 7 Visual analysis

Objectives:

- Practice tactics and strategies for understanding visual messages
- Be able to articulate how visual elements can produce an emotional effect
- Produce a visual document
- Understand how to effectively and ethically work with visual sources
- Understand how to describe and review visual material

Feb 14 *Bedford* 77 -86

Feb 16 *Compose* 324 - 346, 369 - 76 Group work in class

Feb 21 *Compose* 266-77 245-58

Feb 23 Oral presentation of photo essays

DUE: Photo essay or collage with artist's statement

Feb 28 *The Accountant* (American movie)

Mar 2 Collaborative rhetorical/content analysis of *The Accountant*

Week 8, 9 Numerical analysis

Objectives:

- Practice tactics and strategies for gathering statistical information
- Be able to create appropriate graphs or tables to convey data clearly
- Be able to integrate graphs/tables/charts into documents
- Understand how to effectively and ethically work with numerical sources

Mar 7 Gathering statistical information (handouts)

Mar 9 More on surveys

Spring Break

Mar 21 *Compose* 272-3

Mar 23 *Bedford* 117 - 25 Charts/Infographics

Weeks 10, 11 Creating a Research Proposal

Objectives:

- Practice a planning process leading to a viable research project
- Be able to assess written sources
- Be able to identify useful interview sources and appropriately contact them

Mar 28 *Bedford* Chapter 5

Mar 30 *Compose* Chapter 1 & 2

Apr 4 *Compose* Chapter 3

Apr 6 *Compose* Chapter 4 & 5

DUE: Research Proposal based on concepts described in assigned chapters

Weeks 12, 13 Interviewing/contextualizing

Objectives:

- Practice composing interview questions
- Understand how to incorporate oral sources
- Be able to see connections between global topics and the EIU campus

Apr 11 Focus group and individual interviews

Apr 13 Brainstorming connections/sharing research topics

Apr 18 Summarizing/paraphrasing

Apr 20 Peer editing of research paper

Week 14, 15 Research Project Presentations and Portfolio Conferences

Specific dates/times will be assigned.